

## Oak Class Summer Term overview of learning.

Dear Parents, we hope that you are all well. It's very difficult in these uncertain times to know how much home learning that we need to plan for, and when we are likely to return to school. We therefore thought that the easiest way to help you is to tell you the end of year expectations (Early Learning Goals) for all areas of learning and some of the ways that these objectives were going to be covered at school and could be addressed at home.

**Highlighted parts of the chart are completely new aspects we would have been covering this term and have not looked at previously.** During this term we are constantly reinforcing and consolidating work already taught and work very much with each child's personal strengths and weaknesses to ensure they reach their full potential.

We have also included the exceeding level descriptors on the next page, but these are only to be addressed if your child is very secure at the Early Learning Goal stage.

### **EYFS Early Learning Goals**

Personal, Social and Emotional Development		Ideas for home learning
Making relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Play board games. Make up new rules, e.g. go up the snake and down the ladder etc!  Communicate with friends and family on the phone, face time, zoom etc.
Self-confidence and self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Try something new! Try and help your child to conquer their own fears, e.g. hunt for spiders/ get dirty hands etc. Ask your child to make some craft or do some writing and use their own ideas. They could then tell you all about it including what they've done and how they did it.
Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Look at photos and pictures. Discuss how the people are feeling and how they know.  Read books to each other and discuss the characters behaviours and how they're feeling during the story.
Communication and Language		Ideas for home learning
Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	When reading to your child and when your child is reading to you discuss the story, ask questions, and make predictions.
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Give your child some instructions to follow. While they are playing ask questions about how/ why etc.
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Ensure your child talks in full sentences. Extend their vocabulary by discussing meanings of new words, talk about things they've done in the past and would like to do in the future. Maybe you could have a wow word of the day.

Physical Development		Ideas for home learning
Moving and handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Practice throwing and catching a ball or other object. Practise controlling a ball using their feet, passing it to each other. KEEP WRITING!! Ensure they've got a good pencil grip.
Health and self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	We are always discussing what we need to be healthy. All of the children can hopefully tell you they need healthy food, water, exercise, to be clean and have plenty of sleep to be as healthy as possible. If they can't tell you this please practice. You could make a keeping healthy poster or book. Please ensure COMPLETE INDEPENDENCE when getting dressed/ undressed.
Literacy		Ideas for home learning
Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	READ AS OFTEN AS POSSIBLE IT UNDERPINS ALL LEARNING, ALWAYS USE LETTER SOUNDS WHEN READING. If your child is secure with letter sounds they also need to know the letter names. Sing the alphabet some. Match the letters to their names.. do not forget the sounds! Learn capital letters. Play games to match lower case to upper case. See how many common exception words your child can read and highlight them off in the back of their key word books.
Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Please keep writing as often as possible. Write a diary/ story/ letter. See if you can read it and they can read it to you. Dictate a sentence and ask them to write it down. Use capital letters, full stops and spaces between words. Practice writing common exception words independently in sentences.
Mathematics		Ideas for home learning
Numbers	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Do lots of activities using numbers 1-20. Make a tally chart. You could go on a mini beast hunt and draw a line for each animal found. Then question your child, e.g. how many spiders? How many more ants than butterflies? How many ants and worms altogether etc.  Use language of doubling, halving and sharing during play. Eg you've got two cars lets double the amount. Can you share the toys between you and me? How many each? Can the double the spots on the ladybird? JUNIOR MONOPOLY AND DOMINOES ARE GREAT GAMES!
Shape, space and measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Learn the names of 2D and 3D shapes. Go on a shape hunt around the house. Describe the shapes using mathematical language, e.g. face, vertices, edge etc. Use containers and water to explore capacity. Do some cooking and explore weight. Look at coins and money.

Understanding the World		Ideas for home learning
People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Make a photo book of how they have changed with some writing. Find out about their Grandparents. Listen to stories about other children from different traditions /faiths. Discuss what things are the same and what are different.
The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Find out about a different place to where they live eg the sea side. Make a collage of a seaside place. Look at changes happening in the garden and make drawings. Look at Discovery Web site on Seasons.
Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Can your child use a remote control vehicle and respond to instructions. Can they take a picture? Can they make a video?
Expressive Art and Design		Ideas for home learning
Exploring and using media and materials.	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Can your child make some music using everyday objects eg pans, sweeping, using a stick etc. Put them together to make a sequence and you could use that to record on to a video!
Being imaginative.	Children use what they have learnt about media and materials in original ways thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Use the story of e.g. The Hungry Caterpillar to make a caterpillar, compose some music, listen to slow music from a variety of musical genres, act it out, write the story etc.

## Early Years Foundation Stage – Exceeding Statements Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>ELG 01: Listening and Attention</b> Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</p>	<p><b>ELG 04: Moving and Handling</b> Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>	<p><b>ELG 06: Self-confidence and Self-awareness</b> Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>
<p><b>ELG 02: Understanding</b> After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p>	<p><b>ELG 05: Health and Self-care</b> Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p><b>ELG 07: Managing Feelings and Behaviour</b> Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
<p><b>ELG 03: Speaking</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>		<p><b>ELG 08: Making Relationships</b> Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>

## Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>ELG 09: Reading</b> Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p><b>ELG 11: Numbers</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</p>	<p><b>ELG 13: People and Communities</b> Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p><b>ELG 16: Exploring and using Media and Material.</b> Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>
<p><b>ELG 10: Writing</b> Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>	<p><b>ELG 12: Shape, Space and Measures</b> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time</p>	<p><b>ELG 14: The World</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p><b>ELG 17: Being Imaginative</b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others</p>
		<p><b>ELG 15: Technology</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	

